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ABSTRACT

The student development course described in this report is offered by Housatonic Community College (HCC) to provide students with: (1) a means of assessing their strengths and weaknesses; (2) an introduction to the social sciences and to the study of self vis-a-vis society; and (3) a means of planning career objectives. Part I of the report relates the events leading up to the development of the course and explains that the course was designed to accommodate students entering college with unclear ideas about the college experience. Part II then describes the self-assessment component of the course, in which students: review their formal and informal learning experiences, examine learning theories, discuss reasons for attending college, and practice organizing their time and improving their study skills. Part III examines the social sciences component of the course, which utilizes guest speakers to expose students to academic disciplines within the social sciences and to related subjects, such as group dynamics. Finally, Part IV describes the career development component, in which students explore career options in light of personal interests, as measured by the Strong-Campbell Interest Inventory. The appendixes contain: a course evaluation written by an older, nontraditional student; self-evaluation forms; and a course outline. (JP)

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STUDENT DEVELOPMENT/CLASSROOM COLLABORATION

Dale L. Ward and Arthur L. Hillis

A paper prepared for and presented at the
Eastern Community College Social Science Association
Annual Conference, Swan Lake, New York, April 5-7, 1981

JC 810 210

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I. INTRODUCTION (Dale Ward)

Burton Clark, in his book, The Open Door, points out the difficulty of serving students of diverse experiences, abilities and expectations. In the twenty years since Dr. Clark wrote this, things have not changed much. Now, as then, community colleges still subscribe to the "open door" concept and admit much the same type of student.

Today, at Housatonic Community College, some students come through the door with definite goals conforming to the traditional organization and objectives of higher education and plan to transfer to four-year colleges. These students, if they have had an adequate college preparatory program in high school, find an accommodating environment in which to pursue their objectives. Other students have more limited objectives, such as personal enrichment or career enhancement. They, too, find that the college meets their general needs. However, it seems that the largest group coming through the open door brings mostly questions. They are the "searchers." Perhaps the most poignant question students in this group may ask (audibly or silently) is, "Why am I here?" Perhaps, even more painful is their doubt, "Do you think I should be here?" Or, "Do you think I can succeed in college?"

This paper focuses on the "searchers." What we have not determined yet is how to identify those who can benefit most from the course we will describe. We need to add quickly that this is only one of our many unanswered questions. We have come to believe, however, that there are varying degrees of the "searcher" in every student who comes through the open door. What we have designed, and will discuss, is a new course that we think best fits those at the most skeptical end of the "searcher" spectrum, in other words those who for many different reasons open the door, search to the best of their ability, and, when their questions go unanswered, turn, rebuffed, and

go out through the now revolving door.

More broadly, our experience has shown that much of the course is of interest not only to the "searchers," but to all levels of students we have had in our classes. For example, the evaluation found in Appendix 1 was written by a woman student in her mid-forties. Also, when we find students with above average abilities in communication skills, we experiment by using them to assist their colleagues as student aides, peer tutors, or as leaders in group projects. In addition, because the course incorporates several modules, these can be tailored to fit the needs of a particular type of student. For example, we are in the planning process of designing the course for evening students and have the older students in our classes write a special course evaluation for such a design. Interestingly enough, so far we have not received too many suggestions for change from the present course.

A problem common to most of those engaged in student development is getting the necessary support to establish a program that can and does reach students. One of the most effective methods of pursuing a student development program is through a formal classroom course. It may be of some pertinence to discuss briefly how our course came into being. Getting such a course approved in the academic hierarchy may be the biggest single hurdle facing anyone interested in starting a similar program. This can be realized in at least two ways: piggyback on an established course, or devise a new course that includes student development modules in its content. The former is difficult as it requires an instructor to give up time normally used to cover the original course material; and, as has been pointed out, the latter may be difficult, depending on the ease of gaining acceptance by the curriculum committee and by other approval officials, as well as on the availability of qualified instructors and specialized resources.

The impetus for the current course which my colleague, Dean Arthur Hillis, and I devised came about through our growing mutual awareness of the need for a class-

room approach to the problem of the most effective way to help students in their development. Several years ago, another student development program was tried at Housatonic Community College. The experimental group consisted of representatives from the areas of Social Science, English, Mathematics, Basic Skills, and Counseling. As a member of the Social Science faculty, I was invited to participate. After a short while I dropped out of the program primarily because of my disagreement with some of the learning methodologies advocated and partly because of my lack of understanding of the need for this kind of offering at the college level. In addition, there was a general faculty unawareness of what the term "student development" encompassed, although I earlier had recognized the need of students for faculty advising and had worked to bring such a program to the college.

Later, when faculty interest in student development began to increase, largely due to the efforts of those already in the field such as Dean Hillis, at his suggestion I began to hold my office hours in the student development center. (Being regular handball partners and carpoolers, we did not have to surmount the usual barrier that seems to exist between administrator and faculty.) The arrangement proved to be most satisfactory as it enabled me to see many more students than I had been seeing in my office.

At about the same time, Dean Hillis asked me to allow him some time in one of my regular classes to administer the Strong-Campbell Interest Inventory and to discuss career development. This I did reluctantly as I felt hard-pressed to cover the course materials in our already shortened semester. This arrangement continued for one semester.

Shortly thereafter, on sabbatical leave from Housatonic to enter a doctoral program at the University of Connecticut, I took a course in student development under Dr. Robert Young, who at one time had worked extensively in a community college student development center. My interest and understanding in the theme of student

development increased and on my return to Housatonic led to a collaboration with Dean Hillis in designing and teaching a specific course to fill partially the need for a more extensive program.

Basically, using the framework of the former course designed by the previous experimental group mentioned above but changing the content and methodologies, we retained just enough of the original course to preclude disapproval of a new course by the bureaucracy. My Department Chairman, knowing the problems and delays that could be caused by going through the new-course acceptance process, used his prerogative and approved our offering the redesigned course on an experimental basis.

As the result of an evolutionary process of trial and error over four semesters, the course design is still a working document. Offered this current semester, it is described in Appendix 3. We plan some changes in the course next semester. Referring to Appendix 3, one can see that the major modules within the course are self-assessment, social sciences, career development and counseling. Each of these modules will be explained in some detail.

II. SELF-ASSESSMENT (Arthur Hillis)

Assessment of Student Needs

Helping community college students recognize and identify their objectives and goals involves the investigation of needs. The Academic/Career Assessment Program at Housatonic Community College presents an experimental workbook approach designed to pursue this task.

Student progress and success are, in part, determined by:

1) Academic preparation and capabilities.
2) Past experience and current interests.
3) Self assessment of growth and development.
4) Utilization of educational and career resources.
5) Evaluation of progress and planning future alternatives.

The A/CAP helps students organize information, evaluate decisions and analyze future choices. The college staff, students and environment provide a cadre of personnel resources readily available to assist them to grow and learn.

Activity Sheet #1* is entitled "Academic Background and Preparation--Consult Your Advisor/Counselor." This activity requires students to utilize their high school transcript and/or scores from state (G.E.D.) equivalency examinations. In the process of reviewing this information many students see these documents for the first time. The activity reviews grades and progress through high school with major (English, Foreign Language, Natural Science, Social Science) and minor (Arts & Crafts, Business, Health P.E. and Music) subjects listed and recorded. Each student reviews the grades and determines the overall average for each subject. Standardized test scores, Achievement batteries and class standing at graduation are also identified. Where appropriate, equivalency (G.E.D.) results are evaluated. The activity sheet becomes a visible, recorded overview of the high school experience. The student sees a realistic appraisal of his/her background and preparation through formal education.

Equally important to this phase of the investigation are "Alternative Learning Experiences." Work, travel, reading, hobbies and varied activities stimulate interest, establish skills and determine motivation. They are listed as contributing influences to the student's background and preparation. This information is discussed with the Advisor/Counselor and then recorded in the A/CAP. Completing Activity Sheet #1 provides a realistic review of past history and performance. Current capabilities and academic goals are considered and evaluated in comparison with this information.

Assuming this basis as a reasonable approach to exploring student needs allows the class and individual student to launch an investigation into "Learning How to Learn." A review of comparative theories and models about life stages and growth

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* See Appendix 2A

and development using Erickson and Campbell models prepares the class for the first of a series of guest lecture-discussions. "Learning How to Learn" challenges the class to recall their experiences with natural curiousity and uninhibited childhood questions. They are asked to recall the ease of participation in growth activities--and then to consider "learning" with their current attitudes and guarded involvement. The tool of learning, "Language," is stressed as a necessary effective communication skill. In addition to the abstract qualities and notions of learning the class is required to participate in hard data skills which affect their performances.

1) An essay is written (Why College? Why Housatonic?) This assignment is thoroughly screened for composition and content. Strengths and weaknesses with grammatical skills are identified. Appropriate referrals are made to Special Services, tutors and progress and improvement is encouraged.
2) Students are given a "Time Budget" form and directed to plan their priorities allowing adequate and reasonable time for study and class preparation.
3) The Learning Styles Profile is administered, mapped and reviewed in the classroom.
4) A "Study Skills Survey"* gives the student a graphic demonstration of organization, techniques and motivation related to good study habits.

"Learning How to Learn" establishes an awareness and attitude in the class which attempts to open communications, to share experiences and motivate students to reach out, to be assertive and to take advantage of available resources. The effect of this assessment-learning experience appears generally to depend on the student's readiness to respond to the opportunity. Specifically, each student is apprised of this situation through required, individual interviews with instructors.

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*See Appendix 2B

The advising/counseling component of the A/CAP, therefore, encourages individual assessment and learning involvement. The students collect and utilize information; coordinated classroom experiences reinforce learning attitudes and skills. Personal interviews focus attention on opportunities to investigate, to use resources and to seek help through advising and counseling. The aim is to develop and improve those academic skills required for college success and personal growth.

III. THE SOCIAL SCIENCES (Dale Ward)

Our course emphasizes the individual in all of its modules. In this, the Social Science module, we stress that the study and understanding of the various fields that fall under this broad category enhance the understanding of one's self as an individual, as well as in relation to groups. We find that this emphasis creates much greater student interest.

Exposition of the various topics that comprise the Social Science module is accomplished largely through the use of guest speakers. For example, the Chairperson of the Social Science Department, who is a psychologist, conducts the presentation and discussion of psychology. Before his classroom appearance, the students will have taken a quiz on a reading and comprehension assignment. This method seems to work well in preparing the student to enter into the classroom discussion. At the end of the module, the class takes an open-book examination on their readings and lecture notes.

We feel the guest-speaker approach to topic coverage serves three primary purposes. First, it brings specialists into the classroom. Second, it gives the students exposure to the different types of instructors and teaching methods they are likely to find at the college. In fact, on completion of the module, we discuss how these individual characteristics of instructional methods may relate to the learning process. Third, the guest speaker approach seems to impress the faculty with the necessity for meeting the development needs of the students more effectually

than the sincere, but less intensive efforts heretofore which reached far fewer students.

As shown in the Course Outline (Appendix 3) the standard social science disciplines we cover in this module are Psychology, Sociology, Political Science, Economics and History. Also included are closely allied topics like Changing Societal Roles, Group Dynamics, The World of Work and Intercultural Relations.

As I have said, we are constantly revising the course. For example, one semester we brought in guest speakers to show how each field within all the Departments related to career patterns. This idea was discarded, not because the material presented was without merit, but because there was not enough time for adequate coverage. We have thought in terms of perhaps a two-semester course that would allow complete coverage of each field in all departments. That, however, is for the future.

IV. CAREER DEVELOPMENT* (Arthur Hillis)

Evaluating career development needs in the community college is becoming as broad based as the comprehensive student body itself. For practical reasons, consistent with A/CAP objectives, "Career Development" implies a life-long continuing process, including the personal fulfillment of a liberal education and the occupational goals for present and future planning.

An evaluation of career development within the A/CAP includes:

1) Interpretation of the Strong Campbell Interest Inventory for each student.
2) An essay on Self Assessment aimed at helping the student know and understand what factors and values contribute to the decision-making process.
3) Occupational information explored through the Occupation Outlook Handbook. Each student is requested to compare three different occupations of individual choice.

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* See Appendix 2C

4) Academic Development clarifying the student career outlook in a current college program and planning for selection of courses.

5) Suggestions for follow-up activities. These provide a means of maintaining continuity between the A/CAP and academic/career progress.

The Strong Campbell Interest Inventory is an appropriate instrument for the community college student. Small group and individual discussions of this interest profile provide comparative identity with general occupational themes (stereotypes,) people in general and those who are successful in a wide range of occupational experiences. The students are also asked to evaluate the results and make decisions related to the strength and weaknesses of their choices. Their decisions are compared with matching job characteristics (O.O.Q. Reprint: Fall 1978,) and the students are instructed in the use of the Occupational Outlook Handbook. In this exercise, the students research: (1) the nature of work, (2) training qualifications, (3) employment outlook and (4) expected earnings and working conditions for three different occupations. The Interest-Occupational information is summarized in the A/CAP allowing students to draw conclusions from their observations, discussions and research in outline and essay form. The A/CAP thus provides a recorded visual review for this career development experience.

So that conclusions drawn from investigating career development will not exist in a vacuum, the A/CAP directs students to consider an exercise in self-assessment. Increased knowledge and acceptance of self is the focal concept of the A/CAP. This is the critical aperture from which the student may grasp ideas concerning academic/career development. (It does not always happen) There is an apparent "READINESS STATE" which influences individual student preparedness to "see" the sum total of parts approach congruity through this self awareness activity.

It is significant to point out that there are a variety of approaches available to motivate self assessment. The A/CAP technique is based on a positive concept

of growth and development. "Exploring self" in this case provides an opportunity to review one's background and history in order to increase understanding for planning, controlling choices and making decisions. The issue is for students to recognize the developmental objective as opposed to inferences which may suggest analytic or therapeutic involvement. In a definite effort to achieve this objective, a role model is used in the classroom and a film is shown to build confidence in the developmental technique. Students are also provided with alternative means for expressing self assessment. It may be done verbally with a tape recorder, graphically or artistically. In every case, however, students are required to compose a finished product in essay form.

Integrating the student's academic progress* at this point in the semester is a logical progression. Mid-term grades are available. Advising for the coming semester is an appropriate function for the mid-term evaluation. Each student is required to make an appointment with an instructor at which time progress in the Sociology course is thoroughly evaluated along with choice of program, previous course selection, grades and future plan.

In the final A/CAP activity** the student is reminded of follow-up projects which can continue to contribute to academic/career development. Exploration and research are suggested along with resume writing and interview techniques. Continued clarification of values, stress management and growth in the decision-making skills are encouraged. Finally, a periodic review of the A/CAP is recommended as a means of up-dating progress and achievement with academic and career development.

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* See Appendix 2D

** See Appendix 2E

APPENDIX 1. STUDENT EVALUATION

Introduction to Social Science

Into To Social Science
Mr. Ward Mr. Correa
5 May 1980

The introduction to the Social Sciences, has been a very unique experience for me. I was not really sure what I was to expect. I have taken courses in the past, and in comparing the others, Introduction to the Social Sciences was a very easy-going and comfortable course.

The foundation this course offers to a new student, can be of great value. A course such as this could and should be offered to students I would have grouped as follows: a. recent high school graduates entering college, in his first semester: b. an older full or part-time student seeking to futher his education after many years without higher education, or to better his career development: c. full or part-time students who have attended one or two semester, and are not quite sure where their interests and future goals may lie. Many doors are open to these students through this course. If each student is just a little bit motivated after taking this class, I think it is well worth taking.

I sensed from the beginning of this course, I didn't quite fit in. It appeared my fellow classmates were recent high school graduates, mostly single, and full time students. I in turn am older, a part-time student, working full time, manage a family, and have returned to school after many years of absence.

Where does all of this lead? I wish I had taken a course similar to this when I first entered college. I found that going to college can be overwhelming and a bit of a frigh-

tening experience. It seems as if there are a thousand things we are responsible for in just a short time before we are organized enough to start our studies, always hoping we have organized ourselves correctly. I would have benefited greatly if I had the opportunity to take a course such as this, when I needed direction and a better insight of my future goals.

This course covered quite a variety of learning methods, which made this course different from other courses I have taken. I would like to go through each of the different steps and describe my thoughts and reactions as I saw them for myself and perhaps others.

One of the very first requirements of any course is what we have learned and being able to apply it to other studies and in the future. Notebooks were assigned to be kept by each student. We were responsible to keep class notes, handouts, worksheets, and written group presentations, organized and in order. This is a good foundation to be learned early in college, our memories can only retain so much information, we need to refer to all materials collected during a course, in order to maintain what we have learned. A good example of this was the quiz given and students were allowed to refer to their notebooks in answering questions. This should have given us the opportunity to see whether our notebooks and especially our class notes were organized correctly.

We also evaluated our past school years, our study skills, and results of the Strong-Campbell Test, thus

giving us an idea of where our strengths and weaknesses are, and our high and low interests may be. All of these learning tools should begin to motivate a new student into looking toward the future of his studies, career development, and a better insight toward himself. I didn't feel any of the previous tools I mentioned here, were of any great help or necessary to me at this time. To reach the level where I am presently, my past school records and study skills are a thing of the past. I have had years to develop my many strengths and weaknesses through growth, employment, and my family. I have been able to organize, learn responsibilty and evaluate myself, so that I was able to reach the point of knowing that my future interests and goals will not be changed. Also, I didn't agree with the Strong- Campbell Test, I felt it was very inaccurate of my high and low points of interest.

Group presentations prove to be a good learning technique, I would like to deal with in other classes. I think the idea of groups for this class was very good, but, I don't know how much the students actually enjoyed it. It shows students that others have many different ideas, thus exchanging information and opinions are developed. The ability to develop and blend together as a group should give those involved the encouragement to make a good presentation. I don't think the students in this class were too motivated, some of the material was taken word for word from the textbook, some never showed up for the

class, while others apologized for thier presentation before they even presented it. Perhaps, assigned outside research could have been given, this may have given the student the responsibility to seek material that interested him and would have been presented in a different manner, than at random the students could be selected to present their work. A good example of this was the young man from Africa, he seemed to stimulate the class not only with his written material, but he included items from past family generations that he presented to the class. Group and/or individual presentations are of great value for the future, and this course has given a student the ability to organize material and the responsibility of delivering it.

Lectures are another beneficial learning tool. Since most of higher education is done in lecture form, this becomes another inportant step in the process. The course offered a variety of guest speakers, that specialized and excelled in his field of study. They gave us a better understanding of future studies available to us. I was very impressed with the History and Math presentation. Math has always been one of my weaknesses, it always seemed as if it was the hardest subject in the world, and I would never be able to conquer it. M/s. Betty Lombardi showed me in more ways than one that nothing is impossible if you work at it.

The textbook used in the course was especially good, and very interesting. Most texts are filled with a lot of facts and figures, which tend to become boring. The text

introduced us to Freud and his theory, and ends up with a look at the government and most important today's economy. I enjoyed the text because it seemed to deal with recent events. After reading and digesting the material in the text we can almost deal more effectively with the present, and look into the future with a slight ray of hope.

The Teacher- Student Conferences gave a personal touch to the course. We can always find the time before or after a class to speak with our teacher, but having an appointment we are required to keep encouraged me to receive the guidance I needed to assure myself that what I have done with myself up to the present were correct in finding the right direction to eventually reach my future studies and goals.

To bridge the gaps left in the course, movies, outside material to read, or simply going over assigned reading material were presented. There never seemed to be any left over time. I would have liked to have spent more time on one or the other. Durant's book for example, is something I would have liked to have gone into deepth with. Some of the guest speakers would have been much more interesting if they had spoken a shorter amount of time and we were able to ask more questions. I got the impression we were always running out of time, or that there were just too many things to be accomplished in one semester. Leaving the class on many occasions I would overhear students say" They give us so many different things to do that we don't ever stay on one subject long enough", or " its so early in the morning

I never remember what's going on". To this I say even if I felt we did need more time one one part of the course or the other, I am not here to critize, I have always felt a student obtains from a class just as much as he puts into it.

I really think a course of this nature should be a required course to all new students entering college. There are many questions about ourselves, future studies and goals we can learn from a course of this nature. I have mentioned this class to many young people, including my son, who will be entering college next year, encouraging them to enroll in a course like this if available. My feelings are whether you attend school, or are employed, or belong to various clubs and organizations, the need to organize and become responsible are an important part of growing and developing ourselves into becoming accepted members of today's society. The ability to understand yourself and in dealing with others can prove to be a very fulfilling and rewarding experience.

APPENDIX B - 1

ACADEMIC BACKGROUND AND PREPARATION

(CONSULT YOUR COUNSELOR/ADVISOR)

A) HIGH SCHOOL CAREER NAME OF SCHOOL _____

Subjects	Grades 1	2	3	4	Av.
Art, Drama, Music, Crafts	____	____	____	____	____
Business, Secretarial, Bookkeeping	____	____	____	____	____
ENGLISH	____	____	____	____	____
Foreign Language	____	____	____	____	____
Health and Physical Education	____	____	____	____	____
MATHEMATICS	____	____	____	____	____
Political Science	____	____	____	____	____
Physical Science	____	____	____	____	____
Social Sciences	____	____	____	____	____
Others _____	____	____	____	____	____
_____	____	____	____	____	____
SAT/Achievement Scores	____	____	____	____	____

YEAR OF GRADUATION _____ CLASS STANDING _____

HIGH SCHOOL EQUIVALENCY (GED)

Subject	Score	Subject	Score
English	____	Science	____
Mathematics	____	Social Science	____

B) ALTERNATIVE LEARNING EXPERIENCE You may have had other essential learning opportunities which you judge to be significant. Briefly describe the environment, circumstances, and essential results of such experiences.

_____

_____

_____

_____

You may also have a hobby or have done extensive reading or research through self-motivated ambitions. Briefly describe these interests and their effect on your educational growth and progress.

_____

_____

_____

ACADEMIC ASSESSMENT

The Academic Assessment offers you an opportunity to review your past history and performance as a student. Completing this activity realistically will help you compare your capabilities with the demands of your academic goals.

Variables in the learning process will have an influence on your assessment. Motivation, for example, leading to the mastery of skills may bring about change in your academic potential. Interests and study skills also influence the learning process. The demands of a daily schedule are critical to how wisely you use your time. And, finally, it must be recognized that your progress is dependent upon your participation. You must <u>actively</u> involve yourself in the process to reach the desired goals.

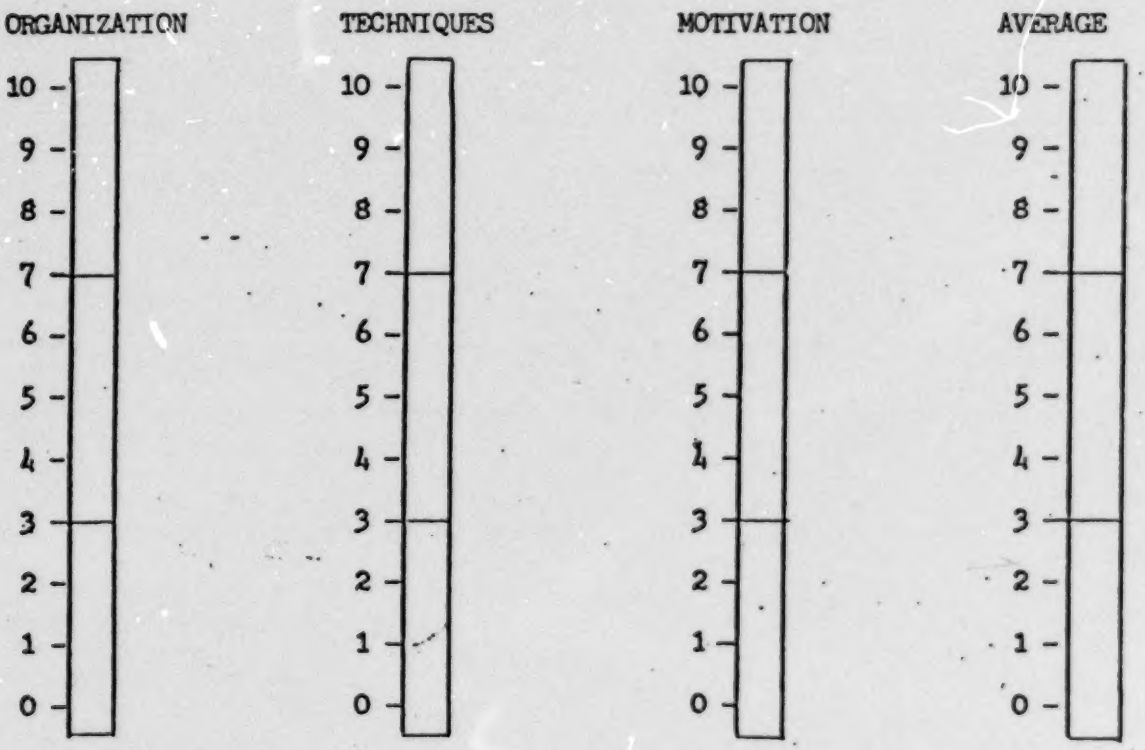
APPENDIX B - 2

STUDY SKILLS ASSESSMENT

Directions: Fill in the graph columns according to the number of "No" answers you recorded in each category. In the fourth column record the average result for the first three columns.

Study Skills Profile

Above average results suggest few problems for students. Average scores should be reviewed for strengths and weaknesses according to specific item characteristics. Scores below average indicate problems which require closer evaluation and assistance in improving study skills.



Caution: If you score in the below average range, plan immediately to talk with a Student Development counselor about (1) re-evalutating your study skills and (2) a planned program for improvement.

Study Skills: Comment

This graphic estimation of your study skills indicates ability to:

1) Organize study time

2) Use appropriate class-recording techniques

3) Estimate your maturation behavior as a student

4) Provide a composite indicator of study skills, strengths or weaknesses.

Interpretation:

0 - 2	Below Average
3 - 6	Average
7 - 10	Above Average

Most students in the average and below average range demonstrate the need to improve their study skills.

Student Comment and conclusion:

APPENDIX B - 3

CAREER DEVELOPMENT

Career Progress at Housatonic Community College

Program _____

History of Work Experience: _____

_____

_____

_____

Academic/Career Goals and Objectives: _____

_____

_____

_____

Career Development Needs:

Education: _____

Training: _____

Skills: _____

Information: _____

Diagram of Job Mobility-Career Cluster: *

Training Level:	Occupations: Office	Medical
1. No Experience	File Clerk	Orderly - Aide
2. High School Diploma	Bookkeeper	Optometry Assistant
3. Associate Degree	Accountant	Medical Lab Technician
4. Bachelor's Degree	Systems Analyst	Physical Therapist
5. Master's Degree	Actuary	Optometrist
6. Advanced Education	Researcher (or Researcher's Assistant)	Physician

* Refer to HCC Career Development Center and a Student Development Counselor and/or Faculty Advisor.

23

(1) Career Outlook (Reference: "Occupational Outlook Handbook")

. . . Nature of Work _____

_____

. . . Training Qualifications _____

_____

. . . Employment Outlook _____

_____

. . . Earnings/Work Conditions _____

_____

(2)

. . . Nature of Work _____

_____

. . . Training Qualifications _____

_____

. . . Employment Outlook _____

_____

. . . Earnings/Work Conditions _____

_____

(3)

. . . Nature of Work _____

_____

. . . Training Qualifications _____

_____

. . . Employment Outlook _____

_____

. . . Earnings/Work Conditions _____

_____

ACADEMIC DEVELOPMENT

Academic Progress at Housatonic Community College

Program _____ *

First Semester Advisor _____

Course:	Midterm	Final	
_____	_____	_____	
_____	_____	_____	
_____	_____	_____	
_____	_____	_____	
_____	_____	_____	Q. P. R. _____

Second Semester Advisor _____

Course:	Midterm	Final	
_____	_____	_____	
_____	_____	_____	
_____	_____	_____	
_____	_____	_____	
_____	_____	_____	Q. P. R. _____

Third Semester Advisor _____

Course:	Midterm	Final	
_____	_____	_____	
_____	_____	_____	
_____	_____	_____	
_____	_____	_____	
_____	_____	_____	Q. P. R. _____

* For a Change of Program consult your Advisor or a Student Development Counselor.

25 Fourth Semester Advisor _____

Course:	Midterm	Final	
_____	_____	_____	
_____	_____	_____	
_____	_____	_____	
_____	_____	_____	
_____	_____	_____	Q. P. R. _____

Fifth Semester Advisor _____

Course:	Midterm	Final	
_____	_____	_____	
_____	_____	_____	
_____	_____	_____	
_____	_____	_____	
_____	_____	_____	Q. P. R. _____

Sixth Semester Advisor _____

Course:	Midterm	Final	
_____	_____	_____	
_____	_____	_____	
_____	_____	_____	
_____	_____	_____	
_____	_____	_____	Q. P. R. _____

(For a Change of Program consult your Advisor or Student Development Counselor)

APPENDIX B - 5

NOTES & FOLLOW—UP PROGRAMS

A) Exploration of an Academic Career

B) Resumé Writing

C) Interview Techniques

D) Values Clarification

E) Stress Management

F) Decision-making Process

G) Reassessment of the ACAP

H) Other

Comments on: ACAP

APPENDIX 3. COURSE OUTLINE SO-100

INTRODUCTION TO THE SOCIAL SCIENCES

Instructors: Hillis
Ward

I. Materials needed

A. Brown and Brown: A Survey Of the Social Sciences

B. Hillis: The Academic Career Assessment Plan

C. Three-ring, looseleaf notebook binder (1" or larger)

II. Course Outline

27 January

1. Course overview
2. Course orientation
3. Strong-Campbell survey
4. Take-home essay--due 7 February
5. Notebook requirements (handout/discussion)

29 January

1. Lecture/Discussion (L/D), "Moving From Dependence to Independence"
2. Time Budget--ACAP Worksheet #3
3. Academic Background and Preparation--Worksheet #1
4. Obtaining transcripts
5. Scheduling group appointments (procedures)

3 February

1. Guest lecture, "Study Skills: A Second Chance"
2. Scheduling group appointments
3. Handout: Lecture notes and textbook reading hints

5 February

1. Guest lecture, "Learning How to Learn"
2. Scheduling group appointments
3. Essay due

10 February

1. Learning Style Profile--ACAP Worksheet #2
2. Study Skills assessment--ACAP Worksheet #4
3. Scheduling group appointments

12 February

1. Film, "Cognitive Development"
2. Discussion, "Developing A Learning Style"

17 February

1. Course recapitulation: Worksheets/ Assignments
2. Reading assignment: Brown and Brown (B&B), Chapter 3

19 February

1. Quiz: B&B, Chapter 3
2. Guest lecture, "Introduction to Sociology"

24 February

1. Guest lecture, "Changing Roles in Our Society"
2. Reading assignment: B&B, Chapter 5
3. Scheduling individual appointments (Mid-term review)

26 February

1. Quiz: B&B, Chapter 5
2. Guest lecture, "Introduction to Psychology"
3. Reserve reading assignment, "The Influence of Culture, Environment and Society on the Work Ethic in the United States and Japan"

3 March

1. Film, "Values and Goals: A Way to Go"
2. Discussion, "Developing Values and Setting Goals"
3. Reading assignment: B&B, Chapter 10

5 March

1. Quiz: B&B, Chapter 10
2. Lecture/Discussion, "Introduction to Political Science"

10 March

1. Guest lecture, "The Study of History"
2. Reading assignment: B&B, Chapter 8

12 March

1. Quiz: B&B, Chapter 8
2. Lecture/Discussion, "Introduction to Economics"
3. Reading assignment: B&B, Chapter 1

17 March (Wear Green--St. Patrick's Day)

1. Quiz: B&B, Chapter 1
2. Lecture/Discussion, "Intercultural Relations"

19 March

1. Review: Study of the Social Sciences
2. Discussion/Handout: Position paper (Due 14 April)

31 March

Examination: Social Science material

2 April

1. Lecture/Discussion, "Career Development"
2. Film, "A Plan For All Seasons"
3. Reminder: Reserve reading assignment

7 April

1. Lecture/Discussion, "Self-assessment"
2. ACAP Worksheet #6

9 April

1. Quiz: Reserve reading assignment
2. Film, "Two Factories: Japanese and American"
3. Discussion, "Why Work?"

14 April

1. Faculty panel discussion, "Career Programs"
2. Position Paper Due ! ! !

16 April

1. Guest lecture, "Group Interpersonal Relations"
2. Formation of Research groups

21 April

Lecture/Discussion, "Techniques of Library Research"

23 April

Group research

28 April

Group research

30 April

Group presentations

a. Group _____
b. Group _____
c. Group _____

5 May

Group presentations

a. Group _____
b. Group _____
c, Group _____

12 May

Group presentations

a. Group _____
b. Group _____
c. Group _____

14 May

1. Lecture/Discussion, "Decision-making"

2. Film, "Pack Your Own Parachute"

Date to be announced

1. Final Examination

2. Course Evaluation

III. Evaluation

A. Grades will be awarded on the following basis:

Essay	40
Quizzes	60
Class participation	25
Notebook	50
ACAP	100
Six-week examination	25
Final examination	25
Group project	
Oral presentation	25
Written report	25
Support of group effort	25

A = 360-400 pts.
B = 359-320 pts.
C = 319-280 pts.
D = 279-240 pts.
F = 239 pts., or less

B. Points may be deducted from final mark for lack of attendance (see below).

IV. Attendance policy

Absences from class are limited to the number of times the class meets each week. An unexcused absence above the number allowed will result in a 10-point reduction in the total points earned. Any absence will be considered unexcused unless prior instructor approval has been received, or an unavoidable cause such as sickness prevents attendance. Should the number of excused or unexcused absences become excessive, a conference will be arranged to determine the advisability of your remaining in the course. Students entering the classroom after roll has been taken have the responsibility of notifying the instructor, in writing, of their late arrival.

V. Group presentations

You will be assigned to one of the panel discussion groups that will be formed in this class. It is then the group's responsibility to determine how it will organize to meet its commitment. Will there be a group leader? If so, how will that person be selected? How will the tasks related to research and preparation for the presentation be assigned? These and many other questions will need to be resolved by your group. Each group will have an opportunity to make some of the decisions related to the topic on which it will conduct research and make a coordinated presentation to the class. However, the final decision will be made by your instructors. Note: Part of the evaluation for this work will be made by your fellow group members on the basis of how well you supported the group effort.

VI. Notebooks

Looseleaf binders are a part of the requirements for this course. You will be given a "Table of Contents" which will list those items required to be kept in proper sequence in your notebook. Your notebook will be evaluated during the indivinual student evaluation session scheduled near the end of the course.

VII. General comments

This course, Sociology 100, in fact, introduces you to yourself and to the social sciences!

It is the "you" that is of primary concern in coming to understand the significance of the social sciences. Understanding yourself as an individual is important in understanding others. Family, friends, the community, government, nations, the world and the universe become interrelated in an expanding, maturing life. Society, culture and environment provide you with the means to study and work in accordance with your individual determination. This, in turn, helps you to grow, learn and seek a rewarding career.

The social sciences, Sociology, Psychology, Economics, Political Science and History, assist you to learn more about yourself. This course will only introduce you to these subjects; yet, we hope, this process will show you how you can learn more about your special fields of interest. The course is also designed to begin the process of self-awareness for you, but its success depends on your efforts to make it work.

SOURCES CONSULTED

Brown, Gary & Brown, A Survey of The Social Sciences, McGraw-Hill Book Company, New York, 1975.

Clark, Burton, The Open Door College, McGraw-Hill Book Company, New York, 1960.

Cross, K.P., Accent on Learning, Jossey-Bass Publishers, San Francisco-Washington-London, 1975.

Durant, Will and Ariel, Lessons of History, Simon and Schuster, New York, 1968.

Erikson, Childhood and Society, Norton, New York, 1963.

Miller/Prince, The Future of Student Affairs, Jossey-Bass Publishers, San Francisco-Washington-London, 1975.

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